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Borders in Play Lesson Plans

Borders in Play

2017

Scout Crowell Lesson Plan 3

Scout Crowell
Kenyon College

Kat Ridley
Kenyon College

Sabrina Serrano
Kenyon College

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Objectives:

- To better understand the ability for connections between bi/multicultural identities
- To learn a few different ways that storytelling can compare and contrast between different cultures (ie specifically in this story, US American and Chicanx/Mexican identities)
- Continue understanding of character development/plot structure

	11:00	11:05	11:10	11:20	11:30	11:45	11:50
Plan	Ice breaker	Read "This is Just to Say" and "Variation on a Theme by Carlos Williams"	Read short story, pausing for comprehension.	Discussion questions	Have the kids complete the worksheet and discuss their answers together	Fill out plot diagram together	Draw a scene from the story
Notes	- If you could be any historical figure, who would you be and why?	- Read "This is Just to Say" - Introduce vocab for the response poem - Read response poem - Ask: How are these poems similar? - Explain and discuss the concept of cultural similarities (see handout for more info)	- On page 162, pause and ask them to "describe Tomás and his family's life style." - Stop at page 168 and ask, "does Tomás seem to enjoy the library? If so, why do you think he does?" - Stop at 173 and ask, "How does Tomás feel about saying goodbye? Why?"	- How would you describe the library lady? What kind of person is she? - What do you think that Tomás and the library lady learn from each other? - How does Tomás change throughout the story?	- Follow worksheet below. - Give kids time to answer questions on own, then discuss as a group to encourage participation.	- Exposition: introducing them as migrant farmers - Rising action: storytelling - Climax: discovery of the library and its books/time with the lady - Falling action: saying goodbye - Resolution: parting gifts/car ride	- have the kids draw their favorite scene from the story. - if time at the end, share with each other.

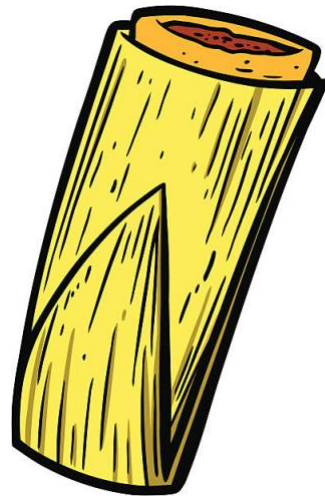
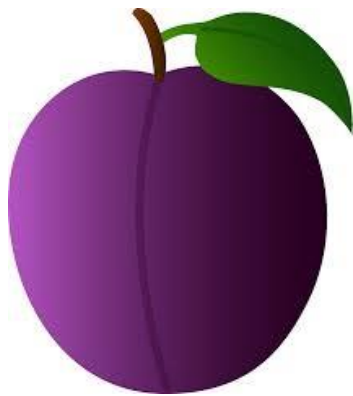
Poems: “This is Just to Say” by William Carlos Williams and “Variation on a Theme by William Carlos Williams” by Tino Villanueva

New words/phrases:

- Tamales - Is a traditional Latin American dish made of a corn-based dough which is steamed in a corn husk or banana leaf.
- Perdóname - Excuse me
- Riquísimos - Delicious

Main idea:

- Even though we come from unique cultures, our experiences and lives are often similar and can be expressed through small differences like types of food, which we see an example of in these poems.



Short Story: *Tomás and the Library Lady*

New words/phrases:

- Migrant worker - a person who moves from place to place for work
- Chicano/a/x - a term used to describe a Mexican-American person.

After we read

1. Tomas and the library lady both come from different backgrounds, however, they became good friends. What did they have in common that allowed this to happen? What to they learn from each other? Why is this important?

2. How does reading/storytelling act as a cultural connection for Tomás? (Consider his bicultural identity and what we discussed with the poem).

3. What are some themes and/or borders you saw in the story? Write one below. (Think: language, culture, place)
